

PUBLICATIONS
of the
SOCIETY FOR THE ADVANCEMENT
of
SCANDINAVIAN STUDY

PROCEEDINGS SERIES, VOL. I, No. 1

June, 1911.

PUBLISHED UNDER THE DIRECTION OF THE
EXECUTIVE COUNCIL OF THE SOCIETY
AT URBANA, ILLINOIS

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On March 22, 1911, the chairman of a committee on invitation to organize a Scandinavian philological society sent out the following letter to Scandinavian scholars throughout the country:

URBANA, ILLINOIS, March 22, 1911.

MY DEAR SIR:

It is proposed to hold a meeting of those interested in Scandinavian study in this country for the purpose of organizing a Scandinavian Philological Society or a Society for the Advancement of Scandinavian Study. It is suggested that Chicago be the place of meeting and that it be held on May 26-27th. In addition to the work of organization it is planned to have a program of eight or nine papers, the sessions to extend over a day and a half. The intervening evening might very pleasantly be given over to an informal supper and smoker, together with a talk, perhaps, upon The National Songs of the Scandinavian Countries, by an especially invited speaker. A tentative program of the meeting is herewith enclosed. A printed program will be sent out at least two weeks before the meeting. The movement looking toward organizing such a society has everywhere been received with interest and with promises of hearty support. The enclosed sheet is sent out herewith in order to give all who desire to become members an opportunity to enroll beforehand and to give the committee an idea of the attendance. It is urged that everyone, who possibly can, attend this meeting. The list of members will be printed in connection with the program to be sent out later.

Very truly,

GEORGE T. FLOM, Ass't. Professor of Scandinavian Languages and Literature, The University of Illinois.

JULIUS E. OLSON, Professor of Scandinavian Languages and Literature, The University of Wisconsin.

A. A. STOMBERG, Professor of Swedish Language and Literature, The University of Minnesota

CHESTER N. GOULD, Ass't. Professor of German and Scandinavian, The University of Chicago.

A. LOUIS ELMQUIST, Instructor in Scandinavian Languages and Literature, Northwestern University.

A. M. STURTEVANT, Ass't. Professor of Scandinavian Languages and Literature, The University of Kansas.

The following blank for application for membership was also enclosed with the letter :

Believing in the desirability of an organization whose aim will be to advance the study of the languages, literature and culture of the Scandinavian North and to promote mutual acquaintance among those interested in this department of scholarly pursuit, I hereby signify my desire to be enrolled as a member of the proposed society, to participate in its activity and aid in any way that I may be able toward its success.

Signed:.....

Will you attend the meeting in Chicago, May 26-27?.....

The tentative program enclosed contained the titles of seven papers and one topic for discussion in conference. The call to organize such a society met with hearty response everywhere, seventy-one signatures being received during the time preparations were going on for the meeting. These came from all parts of the country and represented Scandinavian instructors from Harvard to Washington State and also many scholars who are engaged in other fields of teaching or occupied in other professions.

On May 12, the printed program of the meeting was sent out. The members of the Local Committee on Arrangements were Professor C. N. Gould, University of Chicago, Chairman, Mr. J. C. M. Hanson, Librarian, University of Chicago, and Mr. Aksel G. S. Josephson, Librarian, The John Crerar Library, Chicago.

The report of the proceedings follows.

THE ORGANIZATION MEETING.

FIRST SESSION, FRIDAY, MAY 26, 2:00 P. M.

The meeting was called to order by Professor George T. Flom, who nominated Professor C. N. Gould for temporary chairman. Upon being so elected Professor Gould took the chair. Professor Flom was elected temporary secretary.

It was moved and carried that the chairman appoint a committee of four on constitution and a committee of four to nominate officers for the first year.

The chair announced the following appointments:

Committee on Constitution	{ Professor JULIUS E. OLSON Professor JULES MAURITZON Professor GEORGE T. FLOM Dr. HENRY G. LEACH
Committee on Nominations	{ Dr. L. M. HOLLANDER Mr. W. N. C. CARLTON Mr. AKSEL G. S. JOSEPHSON Mr. J. C. M. HANSON

The secretary then announced a slight change in the afternoon and evening program, and suggested that as Professor Sturtevant would be obliged to leave early in the afternoon the program begin with his paper.

The reading of papers was then begun.

1. Försoningen in *Frithiofs Saga*. By Professor A. M. Sturtevant of the University of Kansas. (20 minutes)

The paper showed the relation in thought between this canto of Tegnér's *Frithjofs saga* and four of his earlier poems. The reader then sought to interpret Försoningen as the poetic expression of Tegnér's religious views with especial reference to the relation of God to man and to the orthodox conception of vicarious atonement.

The paper was discussed by Professor Jules Mauritzon and Mr. Thor J. Benson.

[This paper will appear in *The Journal of English and Germanic Philology*].

2. A Sketch of Scandinavian Study in American Universities.
By Professor George T. Flom, of the University of Illinois. (15 minutes)

The paper was discussed by Professors C. N. Gould and Julius E. Olson.

[This paper is printed by request of the Executive Council as part of *Proceedings Series*, Vol. I, No. 1 of the Publications of the Society].

3. The Relative Age of the Gautreks saga and the Hrolfs saga Gautrekssonar. By Dr. Lee M. Hollander, of the University of Wisconsin. (20 minutes)

[This paper will appear in *The Journal of English and Germanic Philology*].

4. The Geats in Beowulf. By Dr. Gudmund Schütte, of Copenhagen University, Denmark.

The paper was read by Dr. Henry G. Leach, of Harvard University. (20 minutes)

The paper forms Chapter I in a series of new studies by Dr. Schütte on the historical element of the epic, the locality of the events and the identity of the Geats and aims to show from new points of view that the Gautar of Sweden are outside the zone of interest of the Beowulf and that the Jutes of Jutland are within the inner zone of interest, that the latter, therefore, are to be identified with the Geats of the epic.

The paper was discussed by Dr. Lee M. Hollander, Professor Julius E. Olson and the Reader.

[This paper will appear in *The Journal of English and Germanic Philology*].

5. Recent Attacks on the Historical Reliability of the Vinland Sagas. By Professor Julius E. Olson, of the University of Wisconsin. (15 minutes)

The paper upheld the reliability of the main facts of the Vinland sagas against Frithjof Nansen and outlined new studies by Professor Olson relative to the localization of certain events.

The paper was discussed by Prof. Jules Mauritzon, Dr. G. H. Leach, Prof. George T. Flom, Mr. W. N. C. Carlton and the author.

[This paper is to be printed in *Year Book* of the Swedish Historical Society of America.]

6. Traces of Old Norse Paganism in Swedish Christmas Customs of To-Day. By Prof. Jules Mauritzon of Augustana College. (15 minutes)

The reader discussed certain Swedish customs, which, while associated today with Christian practices, are only to be explained as survivals of pagan belief and worship.

The paper was discussed by Dr. Lee M. Hollander and the author.

[This paper will be issued as No. 2 of a *Scandinavian Studies* series to be published by the Society].

There were twenty-four present during the session.

At six o'clock, Friday, May 26, the members of the Society were the guests of the University of Chicago at a banquet in the café of Hutchinson Commons. Professor John Matthews Manly delivered the address of welcome to the Society on behalf of President H. P. Judson of the University of Chicago. Professor Manly spoke of the linguistic relations of Scandinavia and England, emphasizing especially the great value of a knowledge of Old Norse to the student of Middle English. The toastmaster then further called on Professors Starr W. Cutting and William A. Nitze of the University of Chicago. In responding the former spoke of the importance of Scandinavian study to students of German, and the latter emphasized the influence of French and Norse literature upon each other. Responses for the society were given by Dr. Henry G. Leach of Harvard, Mr. Ernest W. Olson of Chicago and Professor Julius E. Olson.

At Eight o'clock the members of the Society and their guests were entertained at a smoker in Hutchinson Commons. Mr. W. N. C. Carlton of The Newberry Library, Chicago, delivered the smoke-talk upon "Culture and Norse Literature." Mr. Clement B. Shaw and Mrs. Geo. E. Q. Johnson gave an interpretation and reading of canto eight of the *Frithjofs saga*, which was followed by selections from Hanson's opera of *Frithof and Ingeborg* by Mr. Shaw and pupils, including the sextette with chorus accompaniment.

This was followed by the singing of the folk-songs and national songs of the Scandinavian North led by Professor Julius E. Olson. The evening program was concluded by the

singing of two numbers from Wennerberg's *Gluntarne* by Professor J. E. Olson and Mr. Martin J. Engberg.

There were forty present at the smoker.

SECOND SESSION, SATURDAY, MAY 27, 9:30 A. M.

The reading of papers was resumed:

7. An Unpublished Fragment of the Old Norwegian *Konungs Skuggsjá*, RA 58 C. By Professor George T. Flom of the University of Illinois. (15 minutes)

After discussing the discovery of the fragment of four leaves the author outlined the results of his studies on its date and dialect, the paper being a part of a larger study upon the language and paleography of the fragment.

The paper was discussed by Dr. G. H. Leach, Dr. L. M. Hollander, Prof. C. N. Gould and the author.

[The paper will be published as *University of Illinois Studies*, Vol. IV, No. 2, June 1911]

8. A discussion of "The Need of English Translations of the Sagas and Modern Scandinavian Masterpieces." By Professor C. N. Gould of The University of Chicago.

The report was discussed by Professors Julius E. Olson and George T. Flom, Mr. Aksel G. S. Josephson and Mr. Ernest W. Olson.

It was thereupon moved by Mr. Aksel G. S. Josephson that a committee be appointed to correspond with publishers and report at the next annual meeting of the Society with reference to the publishing of a translation series. Carried.

The meeting then proceeded to the work of organization. The secretary presented the report of the committee on constitution.

After the report was read it was moved and carried that the constitution be taken up article by article; this was then done. The articles with certain amendments being adopted, it was moved by Professor J. E. Olson and carried that in view of the division upon Article I on Name of the Society, the question as to whether the name be The Scandinavian Philological Society of America or The Society for the Advance-

ment of Scandinavian Study be decided by a referendum of all members of the society. Carried.

As amended the ten articles were then adopted in toto as the Constitution of the Society.

[By vote of the Executive Council the Constitution is printed herewith as part of *Proceedings Series I, 1* of the Publications of the Society].

Relative to corresponding members the duty of their election was delegated to the Executive Council with the further instruction that such corresponding members shall be elected from among European scholars noted for their contributions to the advancement of the study of the languages, literature and culture of the Scandinavian North.

The Committee on the nomination of officers then reported through its chairman as follows:

For President, Professor Julius E. Olson

For Vice-President, Professor Jules Mauritzon

For Secretary-Treasurer, Professor George T. Flom

For Advisory Committee

Dr. A. Louis Elmquist	}	For three years
Prof. Gisle Bothne		
Mr. Ernst W. Olson	}	For two years
Prof. W. H. Schofield		
Prof. A. A. Stomberg	}	For one year
Prof C. N. Gould		

The candidates nominated were then unanimously elected to their respective offices.

The Secretary was then instructed: "to draft a letter of thanks on behalf of the Society to President H. P. Judson, University of Chicago, for the courtesies extended to the Society during its meetings."

It was then resolved "that a vote of thanks be extended to Professor C. N. Gould for the admirable arrangements which made the first meeting of the Society such a successful and delightful occasion." Carried.

Moved further: "The members of the Society desire to place on record their appreciation of the fact that the organiza-

tion of the Society is due to the initiative and the untiring efforts of Professor Flom. Be it therefore resolved that the Society make acknowledgement of this by a vote of thanks to be embodied for permanent record in the Proceedings of the Society." Carried.

The Society adjourned at 1:30 p. m.

At a meeting of the Executive Council at 3 p. m. the following scholars were elected corresponding members of the Society:

Professor AXEL OLRIK, Copenhagen, for Denmark
 Professor MAGNUS OLSON, Christiania, for Norway
 Professor AXEL KOCK, Lund, for Sweden
 Professor FINNUR JONSSON, Copenhagen, for Iceland
 Professor HUGO PIPPING, Helsingfors, for Finland
 Dr. GUDMUND SCHUETTE, Copenhagen.

Particulars regarding other business transacted by the Council will be published in *Proceedings* I. 2.

CONSTITUTION OF THE SOCIETY FOR THE ADVANCEMENT OF SCANDINAVIAN STUDY.

Adopted on the twenty-seventh of May, 1911.

ARTICLE 1.

The name of this Society shall be the Society for the Advancement of Scandinavian Study.

ARTICLE 2.

The object of this society shall be to promote research in the languages, literature and culture of the Scandinavian North and to advance their study in America. This the Society will aim to do through the holding of annual meetings for the reading and discussion of papers, through publications and such other activities as the Society may direct.

ARTICLE 3.

The officers of this Society shall be a president, a vice-president, a secretary-treasurer and an advisory committee of six members, these nine to constitute the Executive Council of the Society.

ARTICLE 4.

The president, vice-president and secretary-treasurer shall perform the usual duties pertaining to such offices. The secretary shall furthermore have charge of the publications of the Society and the preparation of the program of the annual meeting.

ARTICLE 5.

The president, vice-president and secretary-treasurer shall be elected annually. The first two members of the advisory committee shall hold office for three years, the next two members for two years and the last two members for one year. Vacancies occurring between the annual meetings shall be filled by the Executive Council.

ARTICLE 6.

Nominations of officers shall be made through a nominating committee to be appointed by the chair. The vote shall be by ballot.

ARTICLE 7.

Any person may become a member of this Society upon nomination by a member and approval by the president and secretary. The membership shall be made up of a) active, b) corresponding, and c) supporting members.

ARTICLE 8.

The annual dues shall be one dollar. Any member may become a life member by a single payment of fifteen dollars. Corresponding members shall be non-paying.

ARTICLE 9.

The annual meetings shall be held at such time and place as the Executive Council may determine.

ARTICLE 10.

This constitution may be amended by a two-thirds vote of the members present at any annual meeting provided the proposed amendment has received the approval of two-thirds of the members of the Executive Council.

A SKETCH OF SCANDINAVIAN STUDY IN AMERICAN UNIVERSITIES.

This occasion is significant in that it brings together for the first time in America men of various nationalities who are drawn together by their common interest in Scandinavian culture. It is significant also in that those who are engaged in this field of educational pursuit in our colleges and universities here for the first time meet in the interests of the cause which they represent. While we must all have felt the need of some such organization as this and often wished that one might be effected, conditions hitherto have not seemed to warrant a step such as that represented in this meeting. If the step has at last been taken, however, it is because we believe that Scandinavian study in America has now entered upon an era of greater promise than we have ventured to claim for it at any time before. There has, e. g., been evidenced in recent years an increasing interest in the literature of the Scandinavian North and with it has also come a greater interest in the culture and civilization of which that literature is an expression. There has, I believe, been such a growing interest among us Scandinavians, for our cultural heritage. But even more notable perhaps has it been among those of other nationality, who can not have been attracted to it as an act of patriotism, but who are drawn to it purely by the real intrinsic merit that they believe they find there.

And not the least do we find it present among teachers and educators. There has come a fuller recognition of the educational and cultural value of these subjects of study which has found expression in the establishing of several Scandinavian chairs and new Scandinavian departments in several of our universities. It has found expression in the introduction of Scandinavian courses in some smaller colleges where such instruction has not been given before, and in the larger number of offerings and in the increased attendance upon the courses given in those colleges where such courses have long been a part of the curriculum of instruction. And finally it finds expression in the introduction of the Scandinavian languages in a number of high schools of some of our Middle Western states. It is recognized that this department of study is of such significance as to demand a place in the scheme of instruction of any true university; that the contri-

butions of Scandinavia to the world's culture and her influence upon the literature and thought of the present has been such that some knowledge of it has come to be required of us, and that a college must therefore offer its students the opportunity to become acquainted with what that culture is.

It is this progress and more definite recognition which now has prompted an effort looking toward a more united activity.

Educationally the Scandinavian languages are today in a situation somewhat analogous, perhaps, to that occupied by the modern languages as a whole in the late seventies and the early eighties when German and French were struggling for admission to the college curriculum. The just demands for recognition made by the teachers of these languages at that time inaugurated nothing less than a battle between the ancients and the moderns; and it probably will be granted that later educational experience has justified every claim made for the great educational value of the modern languages. We do not face quite the same problems, however, as the teachers of German and French did then; we do not have the same burden of proof for the subjects we represent, for the educational value of modern language instruction, and therefore also of our group of modern languages, is no longer a subject of dispute. And their cultural value also I may assume to claim has been proved by the work of our Scandinavian teachers through the forty years of history of Scandinavian study in this country. Nor is our position otherwise quite the same as that of the moderns of that earlier period. We are not waging quite the same kind of a war nor do we demand the same kind of results.

The efforts of the modern language men in that first struggle for recognition has been crowned with such success, that German and French today occupy the leading place in language instruction in America. So much so is this the case that it will perhaps be a conservative estimate to say that four fifths of the educational service represented in all language instruction is given through the medium of German and French language and literature courses. And the commanding position which these two great culture languages have attained in the present, is assured also for the future. The teachers of the Scandinavian languages are not opposing any other group of languages as subjects of college instruction.

We do not assert for our subjects the right to replace in any degree whatever that which has been tried and has made good. We believe, simply, that the work to be done in modern language instruction in the future is so great that there is ample room for the subjects we represent. We would have a broader interpretation of the category "modern languages", one which shall give the languages of the Scandinavian race, sister languages of English and German, a recognition side by side with German and French in our modern language instruction in college and school.

But if this is to come, as I believe it will, we in our turn assume a responsibility. We need to put ourselves in a position to give the very best service in return. The conditions of instruction and the means by which we carry forward our work must be made such that we can do the same kind of efficient work that is being done in some of the other modern languages. Considering the disadvantages under which Scandinavian teachers in our colleges have labored in the past the work which they have been able to accomplish has been truly remarkable. But we need at the present time above all such improvement in the conditions of instruction, as shall make possible a raising of our standard. And we need also such an improvement in the conditions of our work as shall make possible greater emphasis upon research, original investigation, that scholarly side of our work which shall place us in more vital touch with the world of Scandinavian scholarship abroad. And it is perhaps in this work of placing Scandinavian instruction upon the very best basis of efficiency that an organization such as this will find its greatest field of usefulness.

It will probably be a source of surprise if I say that it was an eastern university that first added a course in a Scandinavian language to its curriculum and that this was as long as fifty three years ago.¹ In 1858 a professorship in Scandinavian languages and literature was founded in New York University, the incumbent being Paul G. Sinding of the Sinding family of Danish and Norwegian artists and composers. The instruction however, was limited to a private class

¹The main facts in the sketch of Scandinavian study here given are taken from the author's *History of Scandinavian Study in American Universities*, Iowa City, 1907.

in Danish and Danish-Norwegian, for which no credit was given. The courses were withdrawn in 1861 when Professor Sinding resigned his post and returned to Denmark, and they have not been reintroduced since in New York University. The historical interest of the introduction of these courses lies in the fact that Scandinavian literature received recognition at such an early time as a suitable subject for University study, a time when even German and French had no regular recognition in American universities.

The introduction of the study of Scandinavian begins properly, however, with the establishing of the Department of Scandinavian Languages and Literatures in the University of Wisconsin in 1869 and the appointment of a professor in North European Languages in Cornell University the same year. In the former the department was established to meet the demand of the Scandinavian patronage of the University; the state of Wisconsin had already then a large Norwegian population and several Swedish and Danish settlements. The students that matriculated for the courses offered were almost exclusively of Norwegian parentage and continued to be so down to about 1895, since when there has been a considerable increase of other students. Courses were offered in Norwegian language and literature and in Swedish literature, in Old Norse, especially the mythological texts and the sagas. In the Eastern university the demand was a different one. The instruction here aimed to give advanced students in liberal arts work an opportunity to become acquainted with especially the language and literature of Old Iceland. The students in these courses were, of course, there mostly Americans, generally advanced students in German or English, and they have in large part remained so since.

The conditions which obtained in these two pioneer institutions in the two sections of the country at the beginning indicate in general as far as nature of courses offered are concerned the difference that has also since existed between the two sections. In the East the work was fostered by men who were inspired by love of the literature and the learning of Old Iceland, and this emphasis upon the older literature has prevailed in the Scandinavian instruction of the Eastern universities down to the present time. As a result of this Old Norse language and literature has won for itself something like a tradition among Germanic scholars there; its place is as secure as that of Gothic and Old High German in the re-

quirements for a higher degree in Germanics. In the West the point of departure was the modern period, a modern language, and the instructors in charge have in nearly all cases been of Scandinavian nationality. The older period, however, gradually came to receive a larger share of attention in the West, until now nearly all the institutions also offer Old Norse, and some of them actually give more instruction in the older periods than is given in any of the eastern schools. And in the eastern group there has been offered an increasing number of courses upon the modern languages and literatures of the Scandinavian North.

Until 1880 the two universities mentioned were the only ones offering instruction in the Scandinavian languages. In that year Columbia offered a course in Danish taught by C. Sprague Smith, Swedish being added two years later, and Icelandic in 1883, in which year Dr. W. H. Carpenter was appointed "Instructor in Icelandic, Danish and Swedish". Hjalmar Hjorth Boyeson lectured on Norwegian literature. Thus the four languages were taught at the same time at Columbia; the study of Old Norse, the Eddas and the saga literature has, however, always received the principal stress. The next institution to follow was the University of Minnesota, where a Department of Scandinavian Languages was established in 1883. In 1882 and 1885, respectively, courses in Swedish and Danish-Norwegian were introduced in the Swedish Theological Seminary and the Danish-Norwegian Theological Seminary of Northwestern University. The eighties and the nineties witnessed the introduction of Old Norse in a number of, especially Eastern, colleges, the erecting of a Department of Scandinavian Languages in the University of North Dakota and the appointment of a lecturer in Scandinavian languages in Chicago University in 1893 (Dr. Olaus Dahl). The institutions where Old Norse was introduced during this period are in order: John Hopkins 1885; Harvard 1888; Bryn Mawr 1890; Western Reserve 1891; California 1892; Brown University 1892; Yale 1893; Pennsylvania 1895; Leland Stanford 1894; Michigan 1896; and Vanderbilt University 1897, together with the Universities where chairs had already been established as mentioned above.

In the meantime instruction in the modern period had been provided in institutions as follows: University of Indi-

ana 1885, Norwegian, first taught by David Starr Jordan; Nebraska, Swedish, first taught by Hjalmar A. Edgren, Norwegian and Danish added in 1896; University of Michigan 1888, Swedish, introduced by Prof. Calvin Thomas, Danish and Norwegian later added; Yale 1889, Norwegian and Swedish, Dr. Olaus Dahl being appointed Instructor in Scandinavian Languages.²

The last decade has been characterized by the establishing of several new departments in the West and the far West and by the introduction of courses in other institutions. Thus in 1900 the Department of Scandinavian Languages and Literatures in the University of Iowa was established; in 1902 one in the University of South Dakota; and more recently departments or chairs in Wittenberg College, Ohio (1906), University of Illinois (1909), University of Kansas (1909), University of Nebraska (1910), Washington State University (1910), Willamette College, Portland (1910), California University (1910), and the University of Oregon this year. The institutions where instruction has been provided include: Princeton, Ohio University, Cincinnati University, Washington Agricultural College, Missouri University, Washington University (St. Louis), Drake University (Des Moines), Texas University and Wellesley College. While there were but three institutions offering Scandinavian courses in 1880 and eleven in 1890, there were twenty one in 1900; the number at the present time is thirty seven.

Of these thirty seven institutions ten are located in the East, twenty one in the Central States and six on the Pacific Coast. In Wisconsin, Minnesota, Illinois and Washington the professors in charge devote all their time to the Scandinavian work. In Minnesota there have since 1907 been two professorships, Danish and Norwegian being combined. In North Dakota the head of the Scandinavian department is also head of the German department, the Scandinavian work representing half of the time of two men. In Cornell University the instruction is similarly given by two men, most of the time of the one man being given in service as librarian of the Fiske Icelandic Library.

²For a fuller discussion of "Swedish in American Universities" the reader is referred to Prof. A. A. Stomberg's article under that title in the Year-Book, Vol. III, of the Swedish Historical Society of America, pp. 39-46.

As regards the total number of courses actually given at the different periods of the growth of Scandinavian instruction, these were, as nearly as it has been possible to determine, seven in 1880, twenty seven in 1890, thirty eight in 1900, and seventy at the present time. The actual offerings at present are about a hundred and twenty courses. As regards subjects taught, the demand has been largest for Old Norse, courses being given now in all but seven of the institutions named. In some cases the instruction extends over two years, the second year being usually devoted to a study of the Eddis lays or to more rapid study of the family sagas. Lectures in Norse mythology are offered in half of the institutions and on Old Norse literature in about one fourth of them. Other philological courses given are History of Scandinavian Culture, History of the Swedish Language and literature, Old Swedish, Old and Middle Danish, The Runes and The Runic Inscriptions.

Of the modern languages Norwegian appears first in the list of courses given, this relatively larger demand being due perhaps to the literary interest that attaches to Ibsen and Björnson at present. Danish has been taught some especially in the East, strange to say; but requests for instruction in Danish literature are not frequent;—an effort to create a demand among the student body has not met with the success that it deserves. Swedish has fared much better, the offered courses have so far been taken in about half of the total number of institutions. The authors read have mostly been Tegnér and Runeberg, and among living writers, Strindberg and Selma Lagerlöf. The writer that attracts the student to the courses has until recently generally been Tegnér. The position attained by Selma Lagerlöf in recent years is resulting in increased interest in this great novelist. Her work will occupy a larger place in Swedish offerings in the future. The effort to develop the Swedish work in our Scandinavian departments will be surest of attaining a student following when greater emphasis is laid upon the work of Selma Lagerlöf. As regards Norwegian literature the demand for instruction in Ibsen, Björnson, Kielland and Jonas Lie is now represented by a considerable number of courses regularly given. Instruction is also given in the history of Danish, Norwegian and Swedish literature and even the Landsmaal of Norway is represented by one course.

Thus it will be seen that there has been a fair growth in the variety of work offered and given (that is in the demand for it) during the last half a dozen years. This increase is of two kinds: 1), there has been given a larger number of advanced courses, indicating an increasing number of students who continue into the second or the third year. 2), there has been a growing interest in certain topics of study, notably Ibsen's dramas, but also Norse mythology, Swedish and history of Old Norse literature. The lecture courses given in these subjects have usually been taken by students from the upper classes, a knowledge of the language has not been a prerequisite. The growth of this group of courses represents also to a certain extent a change in our student following. While formerly our students were either graduates, especially in philology, or students of Scandinavian parentage, there appears now a student following of undergraduates who select a part of their course from among the Scandinavian offerings. Occasionally these students take up the study of the language by registering in the elementary classes. The lecture courses in Ibsen were I believe given first in Columbia and Wisconsin, they are now given in most of the Eastern universities and I believe in all the state universities of the Middle West. The attendance varies from ten to one hundred. It has been largest in the University of Wisconsin, but with large attendance also at Nebraska, Iowa, Illinois, and Washington University (St. Louis). There enters here, then, the problem of how to conduct these courses, so as to give the proper attention to the student, get the proper work out of the student. Where the attendance reaches forty or more it is of course necessary to divide into sections. Advance courses in Ibsen with small classes or graduate courses have as yet rarely been given. The classes in Norse mythology have also shown considerable gain; at the University of Illinois, e. g., the attendance this year has been thirty.

In the meantime there are other parts of the field of Scandinavian culture in which instruction has not yet been offered as far as I am aware. The Scandinavian folk-song has been a fruitful field for the student of ballad origins. Its kinship in form and themes to the English and Scottish ballad makes it invaluable to the English ballad student. A course in the Scandinavian ballad with an introductory course

in early modern Danish, Norwegian and Swedish should be welcome to many students in English.

Again, as far as Scandinavian students are concerned, no study can have the same training value as systematic study in their own language conducted with a view to bringing out the niceties of meaning in the phraseology of the two languages. English departments have not sufficiently recognized the great aid to their work which Scandinavian departments might render with students who come from homes where a Scandinavian language is spoken. In those Universities, therefore, where Scandinavian students are in attendance in considerable numbers there should lie herein another field for enlarged usefulness in the future.

In sketching thus briefly the growth of Scandinavian study in this country I have touched upon various questions connected with our work. There are problems that have to be met now and others will arise in the future. By meeting together and discussing these problems as we will be enabled to do through such an organization as this we will be the better able to meet the problems of the future and to do the work that is ours to do.

GEORGE T. FLOM.

MEMBERS¹

Mr. Joseph Alexis,*	The University of Nebraska.
Mr. D. A. Anderson,	The University of Iowa.
Dr. A. Le Roy Andrews,*	Cornell University.
Mr. Louis Baker,	Northwestern University.
Superintendent C. E. Bale,	Halstad, Minn.
Phillip S. Barto,	The University of Illinois.
Mr. J. C. Bay,	The John Crerar Library.
Mr. Adolph W. Benson,	Berlin, Conn.
Mr. Thor J. Benson,	Chicago, Ill.
Mr. Carl J. Bergman,	The University of Illinois.
Dr. Leonard Bloomfield,	The University of Illinois.
Prof. Ralph P. Boas,	Whitman College, Wash.
Prof. Gisle Bothne,*	The University of Minnesota.
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